Saskatchewan
Education

Report of the Task Force on the Education of the Deaf

March 1989

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ACKNOWLEDGEMENTS

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INTRODUCTION

I. HISTORICAL PERSPECTIVE

As early as 1894 Saskatchewan (North West Territories) deaf children attended the Manitoba Training Institute for the Deaf.

In 1915 Thomas Rodwell, a teacher of the deaf from Glasgow with experience in Ontario and Minnesota, started a residential school for the deaf in Regina. The school was a government institution as opposed to a private one. The emphasis was on education rather than welfare, and education was free.

Rodwell, however, was called to active duty by the British Army and the government did not appoint a successor.

The 1920 School Act made school attendance compulsory for deaf students between the ages of ". . . eight and fifteen inclusive." The students had to attend school for at least seven months of the year. The children were sent to Winnipeg or Montreal.

By 1928 relations between Saskatchewan and Manitoba concerning the deaf had seriously deteriorated. At this time Rupert J. D. Williams, deaf himself and one of the directors of the Western Canada Association for the Deaf, began to gather support for a Saskatchewan School for the Deaf. He took a militant stand and lobbied successfully for the school which in later years would bear his name. The Saskatchewan School for the Deaf was opened in 1932 and was administered under the Education of the Blind and Deaf Act until 1978.

Under the terms of the Act all deaf children between the ages of seven and sixteen were required to attend a school for the deaf. Technically the Minister of Education was responsible for placement, but in practice the principal made the placements through direct contact with parents.

In the 1960s the government assumed financial responsibility for several preschool programs. Parent Management Boards originally administered these programs, but soon local boards assumed control. It was at this point that competition first arose between the School for the Deaf and those administering local school board programs.

In the 1970's, on the recommendation of the Kernel Report (1973) Total Communication was introduced as the instructional method at the Saskatchewan School for the Deaf. Local school jurisdictions continued to use the oral/aural method of instruction.

In 1971, legislation specific to all handicapped children was introduced by the Saskatchewan government. This legislation, reaffirmed in the Education Act (1978), made local boards responsible, either directly or through negotiated arrangements, for all handicapped children including the deaf. A consultant had been appointed in 1975 and an assessment clinic to provide diagnostic and programming services to deaf students was established in 1981.

In 1983 a committee of experts studied the feasibility of using the Total Communication method as an option for those hearing impaired students served by local school jurisdictions. Its report emphasized the use of Total Communication as an option where classes are large enough.

Regina, then Saskatoon and Moose Jaw adopted Total Communication as an accepted option for some students. In addition, several rural school jurisdictions introduced sign language into programs for singly-placed deaf youngsters. These programs typically employed teacher assistants to act as interpreters for the deaf child. School for the deaf stakeholders (staff, students and parents) feared that introduction of the Total Communication method of instruction into local school programs would further reduce the school's population.

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A degree of polarization developed between proponents of integrated programs and proponents of segregated programs. Many believe that integrated programs are most desirable as they allow for normal social interaction of a handicapped pupil with peers. They feel that providing opportunities for integration in the educational setting as well as outside the educational setting enables children to function, to the maximum extent possible in the normal hearing world. Others believe that, because the educative process is primarily auditory-based, deaf pupils require the peer interaction, communication environment and support services available in segregated programs available in residential schools for the deaf.

II. THE TASK FORCE

The Honourable Lorne H. Hepworth, Minister of Education, established a Task Force on Education of the Deaf in May, 1988. The nature of educational programs for deaf students has undergone considerable change in the past decade in Saskatchewan and in other jurisdictions throughout North America. Consequently, Saskatchewan Education has moved to ensure that services in Saskatchewan reflect the best educational practice.

Saskatchewan Education has continued to study evolving education practices as they affect deaf students: use of Total Communication as the instructional method at the School for the Deaf (Kernel Report, 1973); the feasibility of using Total Communication as an option in Saskatchewan school divisions (Report of the Saskatchewan Education Total Communication Methodology/Public Schools Study Committee, 1983) and Educational Services to Children with a Hearing Impairment (Livingston Report, 1985).

Those changes, technological advances, and increases in trained staff have allowed more deaf students to attend their home schools instead of the School for Deaf.

Largely because of the declining enrolment at the School for the Deaf, the Minister of Education initiated the current review to determine the future direction of education for deaf pupils and to identify the role of the R.J.D. Williams Provincial School in meeting those needs.

The Task Force was directed, therefore, to chart the future direction of educational services for deaf students in Saskatchewan.

The Task Force's responsibilities included reviewing existing educational services for deaf students and assessing the role of R.J.D. Williams School for the Deaf in Saskatoon.

The Minister specifically directed the Task Force to address accessibility saying, "What we offer must be equally accessible to all Saskatchewan residents, including those with hearing impairments. The purpose of the Task Force is to determine how we can best meet their present and future needs."

The term deaf is used throughout this document; however, the mandate of the Task Force includes all persons with a hearing impairment. This includes those who are hard of hearing as well as those who are profoundly deaf. Students referred to are those who are eligible to be identified as high cost hearing impaired, that is, "when audiological assessment by a provincial assessment service acceptable to the Minister affirms that the pupil's decibel loss in the speech range is greater than 34 decibels in both ears."

The mandate of the Task Force included receiving submissions from all interested parties. In this regard the Task Force gratefully received over one hundred written briefs from individuals and groups.

The Task Force held three public meetings as follows: June 16, Parkview Place: those who presented briefs at that meeting were the Regina Association of the Deaf, the Saskatchewan Alexander Graham Bell Association, the Canadian Deaf, Blind and

Rubella Association, The Saskatchewan Deaf Association; June 20 R.J.D. Williams School for the Deaf: presenters were the Saskatchewan Coordinating Council on Deafness, The Saskatchewan Teachers' Federation, The Saskatoon Association of the Deaf, The Saskatoon Cultural Society of the Deaf, R.J.D. Williams Home and School Association, The Saskatoon Public Board of Education; June 27, Eamer Auditorium, STF Building: the presenters were The Saskatchewan Institute of Applied Science and Technology, Saskatchewan Educators of the Hearing Impaired, The Staff of the R.J.D. Williams Provincial School, The Saskatchewan Alexander Graham Bell Association, The Saskatchewan Preschool Auditory Rehabilitation Centre (SPARC) and the Prince Albert Rural School Division No. 56.

The Task Force's visitations included the Regina Public School System, Wood Mountain School, Prince Albert City School District No. 3., Prince Albert Rural School Division No. 56 (Spruce Home), Northern Lights School Division No. 113 (Nella Hegeman, Special Education Coordinator), Saskatoon Public School System (Dr. R. Fast), the R.J.D. Williams School for the Deaf. These visitations were made throughout October, 1988.

The Task Force received individual presentations on September 1, September 23, and December 20, 1988.

In November, 1988, the Task Force visited the Alberta Response Centre/Alberta School for the Deaf, Edmonton, and The Western Canadian Centre for Specialization on Deafness, Edmonton.

In December, 1988, Decima Research interviewed a number of focus groups and several senior school officials. Participants were selected so as to provide input from across the province. Interpreters were present at those groups where required. The overall objective of the research was to explore attitudes toward a number of the Task Force's recommendations. Decima Research produced its Focus Group Report for the Task Force at the end of January, 1989. The participation of the following in

this research project is gratefully acknowledged: staff and students from the R.J.D. Williams Provincial School for the Deaf; deaf students enrolled in public school programs; teachers of mainstream programs; parents of students enrolled in public school programs; parents of R.J.D. Williams School students; deaf adults; and the four senior educational officials.

On January 16, 1989, the Task Force met with a group consisting of the following: a hearing parent of a deaf child from rural Saskatchewan; a deaf adult teaching at the post-secondary level and having a strong link to the Saskatchewan deaf community; a deaf adult educated in the mainstream and presently teaching at the R.J.D. Williams Provincial School for the Deaf; and a consultant for the sensory impaired in a large urban school jurisdiction. Each participant brought a unique background of experiences and understandings on deaf education to the meeting.

The Task Force asked the participants at the January 16 meeting to share their experience with their acquaintances and the groups with whom they were affiliated. This request resulted in the following meetings: Saskatchewan School for the Deaf Home and School Association; deaf adults in Saskatoon (seventy-five attended the meeting); parent representatives of the Deaf-Blind and deaf native students attending the R.J.D. Williams School, and SIAST, Kelsey Campus.

On February 18, the Task Force had received forty-one replies, resulting in further meetings as follows: February 17, representatives of the Saskatchewan Deaf Association; February 20, A.G. Bell Association, Saskatoon; February 23, A.G. Bell Association, Regina; February 21, parents of students at the R.J.D. Williams School; February 22, representation from SPARC; the R.J.D. Williams School staff, and later on that same day, representatives of the R.J.D. Williams alumuni; February 21, Saskatoon school system and the Saskatchewan Deaf Association.

III. CLIMATE

There is a change in attitude toward the education of the deaf which is continent-wide. People are focusing on the education of the deaf as never before. For example, there is a new provincial school in Newfoundland; a study is underway in Ontario on the education of the deaf; British Columbia is also carrying out a study examining the possibility of including the Jericho Hill Provincial School for the Deaf in Burnaby South 2000 Project with the aim of providing educational opportunities for the profoundly deaf in British Columbia.

The United States has commissioned a major study titled Toward Equality.

There is no question, however, that there is a need for improvement. The present status of education for the deaf is unsatisfactory. Increased numbers of students in mainstream programs has led to a demand on the part of local school jurisdictions and parents for a more equitable distribution of available resources. There is a deaf community which demands greater participation in the decision making process. There is a growing awareness of deaf culture, of the deaf as vital, important members of society.

EXECUTIVE SUMMARY

The recommendations presented in this report fall into two categories - those that can and should be addressed immediately, and those that can best be achieved through the ongoing efforts of an Advisory Forum.

The Task Force endorses the Advisory Forum approach because of the need to involve the major stakeholders in the decision making process and the need to have a mechanism to deal with recommendations that will take an extended period of time to reach completion.

The next section of this report will detail each recommendation and provide an explanation of the reason for, the purpose of and an implementation strategy for each recommendation.

RECOMMENDATIONS

RECOMMENDATION #1

THAT A DEAF EDUCATIONAL ADVISORY FORUM (D.E.A.F.) BE ESTABLISHED.

(a) Reason

Through its deliberations, the Task Force on the Education of the Deaf has recognized that it is critical to engage the active participation of parents and persons who are deaf in the decision-making process. Historically, issues such as communication methodology, and integration versus residential school placement have tended to polarize the major stakeholders in deaf education. This has resulted in unhealthy competition among programs which in turn has diminished efforts of parents and professionals to work together to provide quality education for the deaf. It is timely that the parents and professionals involved unite and solidify their efforts to better serve the deaf children of Saskatchewan. The Advisory Forum can be the vehicle for communication and influencing the Minister's decisions.

The D.E.A.F. would be a standing committee through which the Minister of Education would receive ongoing input on policy and issues relating to the development of all programs and services to students who are deaf. The Committee would advise the Minister through a formal reporting mechanism on all facets of the development and implementation of the recommendations made in this report and on any other matter of significance in the provision of educational services to pupils who are deaf.

(b) Purpose

1. Provide recommendations to the Minister of Education concerning the education of the deaf in Saskatchewan. Contained in this report are a number of recommendations that require input from

the major stakeholders if they are to accurately reflect the needs of the deaf population. Examples include:

- appropriate financial support
- teacher and paraprofessional training and supply
- needed regional developments involving interagency cooperation
- changes in policies and regulations
- appropriate programming

2. Subject to budgetary approval, the D.E.A.F. would identify and facilitate the carrying out of such studies as it considers directly related to deaf education in this province.
3. Establish a procedure to ensure input from special interest groups such as the multiply-handicapped deaf and deaf native groups which do not have specific representation on the D.E.A.F.

(c) Forum Membership

Saskatchewan Alexander Graham Bell Association	1
Saskatchewan School for the Deaf Home and School Association	1
Saskatchewan Deaf Association	1
Saskatchewan Cultural Society of the Deaf	1
Services to Hearing Impaired Persons (SHIP)	1
Canadian Deaf-Blind and Rubella Association - Saskatchewan Chapter	1
Saskatchewan Educators of the Hearing Impaired (SEHI)	1
Saskatchewan Teachers' Federation (STF)	1
Locally Employed Administrators, Directors and Superintendents (LEADS)	1
College of Education, University of Saskatchewan	1
Saskatchewan Institutes of Applied Science and Technology (SIAST)	1
Saskatchewan School Trustees Association (SSTA)	1
Saskatchewan Education (Executive Assistant/Facilitator - nonvoting)	
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(d) Implementation Strategy

1. Forum Members should serve a three year term. They should be nominated by the representative organization and named by the Minister of Education as soon as possible, but no later than May 15, 1989. The Forum will meet a minimum of ten times during its first year and submit semi-annual reports to the Minister of Education on December 31 and June 30.

2. A transition meeting between the Minister's Task Force on Education of the Deaf and the Deaf Educational Advisory Forum should be scheduled as soon as possible after May 15, 1989.

3. Members of the Advisory Forum should be selected on the basis of their willingness to commit time and energy to the Forum and their knowledge and understanding of the issues. Forum membership should ensure a balanced representation which includes deaf as well as hearing persons, parents and professionals and rural as well as urban residents.

4. Each of the stakeholder groups should be asked to nominate a sufficient number of candidates to allow the Minister of Education choice in his selection of Forum Members. The Minister of Education should name the chairperson of the Advisory Forum and the Executive Assistant/ Facilitator.

5. That a person be hired on a contractual basis to serve as the Executive Assistant/Facilitator to the Forum. This person should be knowledgeable of the issues in Deaf Education and of how Government and Saskatchewan Education function. This person should be contracted for a minimum twelve month period to start as soon as possible after April 1, 1989.

6. An amount of $150,000.00 should be allocated to cover the expenses associated with Forum meetings, interpreter services, the contract of the Executive Assistant/Facilitator, research assistance, secretarial services and so on.

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RECOMMENDATION #2

THAT THE MINISTER OF EDUCATION CONSOLIDATE ALL ADMINISTRATIVE, SUPPORT AND INSTRUCTIONAL SERVICES FOR THE DEAF UNDER ONE ADMINISTRATIVE PROGRAM WITHIN SASKATCHEWAN EDUCATION, IN ORDER TO ENSURE CONTINUITY, EFFECTIVENESS AND EFFICIENCY IN THE EDUCATION OF DEAF CHILDREN AND ADULTS.

(a) Reason

At present, responsibility for the provision of services in the education of the deaf resides with several different administrative programs. This has created inefficiencies in the effective coordination of human and financial resources. Present departmental alignment and reporting relationships make it difficult to establish priorities and to establish consistent philosophical approaches.

(b) Purpose

To provide an integrated comprehensive delivery system which will meet the needs of the deaf population from birth up to and including the adult learner.

(c) Implementation Strategy

That the Minister of Education consider implementation of the recommendation by September 1, 1989.

RECOMMENDATION #3

THAT THE REGULATIONS SHOULD BE AMENDED TO REQUIRE THAT SCHOOL BOARDS PROVIDE AN APPROPRIATE EDUCATIONAL PROGRAM FOR DEAF CHILDREN FROM AGE THREE TO SCHOOL ENTRY AGE TO ENSURE THAT DEAF PRESCHOOL CHILDREN ARE GUARANTEED ACCESS TO EDUCATIONAL PROGRAMS.

(a) Reason

Overwhelming agreement exists that early intervention, particularly as it relates to language acquisition is crucial.

(b) Purpose

To ensure that funding, policies and procedures exist to provide a comprehensive array of services which will facilitate acquisition of communication skills and social skills.

(c) Implementation Strategy

That the Policy Planning and Priorities Committee within Saskatchewan Education review this recommendation with a view to early implementation.

RECOMMENDATION #4

A SERIES OF ACTIONS SHOULD BE TAKEN TO ENHANCE THE SOCIAL AND EMOTIONAL WELL-BEING OF DEAF PUPILS.

4.1 BECAUSE OF THE IMPORTANCE OF THE FAMILY UNIT, THAT PROVISIONS BE MADE FOR EDUCATING DEAF CHILDREN IN THEIR HOME COMMUNITIES WHENEVER POSSIBLE.

4.2 THAT SASKATCHEWAN EDUCATION REVISE ITS FUNDING POLICY TO MORE ACCURATELY REFLECT THE COSTS ASSOCIATED WITH PROVISION OF APPROPRIATE SUPPORT SERVICES TO LOCAL SCHOOL DIVISIONS.

4.3 THAT LOCAL SCHOOL DIVISIONS BE REQUIRED TO PREPARE PERSONAL PROGRAM PLANS FOR ANY STUDENT DESIGNATED AS HEARING IMPAIRED.

4.4 THAT A COMPREHENSIVE OUTREACH PROGRAM BE ESTABLISHED TO ENSURE THAT ADEQUATE SUPPORT SERVICES ARE PROVIDED TO DEAF STUDENTS AND THEIR PARENTS.

(a) Reason
In spite of the difficulties which often exist in providing appropriate educational programs in rural Saskatchewan, the vast majority of parents support education in the home community. For some parents the desire to have their child at home, particularly during the early years, outweighs any educational benefits which may be available through other options.

4.5 **RECOGNIZING THE IMPORTANCE OF A COMPREHENSIVE ASSESSMENT PROGRAM FOR INFANTS AND TODDLERS, THAT THE D.E.A.F. INITIATE AN IMMEDIATE REVIEW ACTIVITY INTENDED TO IMPROVE AND ENHANCE THE EXISTING SERVICES. A SUBCOMMITTEE, WITH A DEAF PARENT AND REPRESENTATION FROM SPARC, PEAC AND THE DEPARTMENT OF HEALTH SHOULD BE STRUCTURED TO FACILITATE THIS UNDERTAKING.**

4.6 **THAT PLANNED OPPORTUNITIES, SUCH AS SUMMER CAMPS, PEAC WEEKS, FAMILY CLINICS AND CULTURAL EVENTS, WHICH PROVIDE SOCIAL INTERACTION WITH DEAF YOUNGSTERS AND DEAF ADULTS BE UNDERTAKEN. THE FOLLOWING GROUPS/AGENCIES SHOULD BE ENCOURAGED TO ASSUME A LEADERSHIP ROLE IN MAKING THESE OPPORTUNITIES AVAILABLE: STAFF OF THE PRESENT R.J.D. WILLIAMS SCHOOL, PEAC, SASKATCHEWAN A.G. BELL, SASKATCHEWAN SCHOOL FOR THE DEAF HOME AND SCHOOL ASSOCIATION, SASKATCHEWAN DEAF ASSOCIATION.**

(a) Reason
It is critical that children who are deaf be among peers with whom they can communicate and interact comfortably. These peers can also serve as models for learning appropriate social behaviour and developing a self-identity. Appropriate role modelling is not only dependent on sufficient peer interaction but also on exposure to adults, especially adults who are deaf.

4.7 **THAT THE ADVISORY COMMITTEE INITIATE A PROCESS TO ENSURE THAT OPPORTUNITIES ARE AVAILABLE TO PARENTS WHICH WILL FOCUS ON: COUNSELLING, LEARNING TO COMMUNICATE EFFECTIVELY WITH THEIR DEAF CHILD AND ESTABLISHING SUPPORT GROUPS WHICH WILL INCLUDE OTHER PARENTS AND DEAF ADULTS.**

(a) Reason

The family, particularly the parents, are the most important part of a child's support system. Families need assistance in understanding deafness and in learning new skills that will help child and family do well.

(b) Implementation Strategy

The Task Force sees recommendation #4 as a major priority. Immediate emphasis should be given to recommendation 4.2 and 4.4.

During 1989-90 the Deaf Educational Advisory Forum should develop a budget proposal to meet the funding requirements for recommendation 4.2.

During 1989-90 a Committee should be struck to examine ways to expand the services of the Psychoeducational Assessment Clinic (PEAC). This Committee should include representation from school boards, teachers and parents to ensure consumer needs are met.

In 1990-91 attention should be given to developing strategies around recommendations 4.6 and 4.7 for implementation the following year.

RECOMMENDATION #5

THAT A NUMBER OF FAMILY STYLE HOMES BE ESTABLISHED AS APPROPRIATE LIVING ACCOMMODATION FOR DEAF PUPILS WHO ATTEND EDUCATIONAL PROGRAMS OUTSIDE THEIR HOME COMMUNITIES. THE POSSIBILITY OF ESTABLISHING HOMES IN REGINA AND A NORTHERN COMMUNITY SUCH AS LA RONGE SHOULD BE CONSIDERED. SASKATCHEWAN EDUCATION WILL ASSUME RESPONSIBILITY FOR THE FOLLOWING COMPONENTS:

- **APPROPRIATE PLACEMENT WHICH WILL ADDRESS SPECIFIC FACTORS SUCH AS AGE, COMMUNICATION AND SOCIAL NEEDS.**
- **TRANSFER AND SELECTION OF STAFF.**
- **COORDINATION OF OTHER AGENCY INVOLVEMENT SUCH AS SOCIAL SERVICES AND HEALTH SERVICES.**
- **COORDINATION OF RECREATIONAL AND SOCIAL ACTIVITIES WITHIN AND OUTSIDE THE DEAF COMMUNITY.**

- **EQUIPPING THE HOMES WITH APPROPRIATE TECHNOLOGICAL EQUIPMENT.**

THE INITIAL EMPHASIS WILL BE ON PROVIDING HOMES IN SASKATOON FOR THOSE STUDENTS PRESENTLY LIVING IN THE R.J.D. WILLIAMS RESIDENCE; HOWEVER, CONSIDERATION SHOULD BE GIVEN TO THE ESTABLISHMENT OF THIS TYPE OF ACCOMMODATION IN OTHER CENTRES IN ACCORDANCE WITH ASSESSED NEEDS.

(a) Reason

Family style homes have been identified by the stakeholders as the preferred type of accommodation for young people who must live outside their home communities. The Task Force further supports accommodation within family style homes as an option for the deaf adult learner.

(b) Purpose

1. To provide a family-like setting for the development of social, emotional and communication skills.

2. To enhance the development of life and family living skills leading toward independent living.

3. To ensure the provision of recreational and social opportunities with other deaf students and deaf adults.

(c) Implementation Strategy

1. It is critical that the R.J.D. Williams residential program continue until the family style homes are established and can adequately accommodate the present residential students.

2. Parents of the deaf-blind have clearly identified this option as the preferred living arrangement for their children. The Task Force strongly suggests that the first family style home be established for deaf-blind children. This will require major consultation with the parents of the children involved.

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3. The phasing in of the family style homes and the phasing out of the residential program at the R.J.D. Williams School should occur over the next three years.
   1989-90 - Development of the budget proposal
   1990-91 - The first home to be operational
   1991-92 - Completion of the move to family style accommodation

RECOMMENDATION #6

THAT A FULL RANGE OF EDUCATIONAL PLACEMENT OPTIONS BE MADE AVAILABLE TO ALL DEAF STUDENTS. THIS WILL REQUIRE:

- **AN ENHANCED COMMITMENT BY SASKATCHEWAN EDUCATION TO LOCAL SCHOOL BOARDS TO ENCOURAGE THE FURTHER DEVELOPMENT OF INTEGRATED, COMMUNITY-BASED PROGRAMS. (REFERENCE - RECOMMENDATION #4)**

- **THE ESTABLISHMENT OF A CONGREGATED PROGRAM IN SASKATOON UNDER SCHOOL BOARD JURISDICTION BUT WITH A SPECIAL STATUS TO SASKATCHEWAN EDUCATION WHICH WOULD ENSURE THAT THE STUDENTS AND STAFF INVOLVED WITH THE CONGREGATED PROGRAM MAINTAIN THOSE BENEFITS WHICH DERIVE FROM THEIR PRESENT PLACEMENT IN THE R.J.D. WILLIAMS SCHOOL. CONDSIDERATION SHOULD BE GIVEN TO THE ESTABLISHMENT OF A CONGREGATED OPTION IN OTHER CENTRES SUCH AS REGINA AND LA RONGE SHOULD THE NEED ARISE.**

(a) <u>Reason</u>

Appropriate educational programs require the provision of a wide range of academic, vocational and social opportunities which are sometimes beyond the capabilities of individual school jurisdictions. The Task Force recognizes that some students and their parents will continue to require a congregated setting which promotes the following:

- Peer support of other deaf youngsters.
- Ease of communication with peers and teachers.
- Sharing of a common background and common interests.

(b) Purpose

To achieve the following:
- a wide range of educational options.
- enhanced opportunities to provide specialized support services by qualified staff.
- opportunities for appropriate integration within the total school.
- state-of-the-art technological equipment.
- opportunities to select staff who have the professional and personal competence necessary to provide an optimal educational experience to hearing impaired students.
- opportunities to offer specialized courses such as American Sign Language, Signed English and Deaf Studies to both deaf and hearing students.
- opportunities to provide direct communication between staff and students in congregated settings

(c) Implementation Strategy

1. The Deaf Educational Advisory Forum, in cooperation with the local boards, should determine an implementation procedure. This will require collaboration among the R.J.D. Williams School, the Deaf Community and participative Board(s) of Education.

2. The transfer of programs from the R.J.D. Williams School to a Saskatoon School Board will require a detailed plan of action which should address the following:
   - development of additional course offerings
   - development of an operating budget
   - staff placement

   Implementation should occur over the next three years (ie. Completion date Sept., 1992)

3. Not withstanding their general qualifications as teachers, those who are deaf are especially suited in the areas of counselling, teaching ASL, and Deaf Studies.

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The Task Force reiterates that priority be given to relocation of present R.J.D. Williams staff. During the transition phase discussions and negotiations should be undertaken with the Saskatchewan Government Employees Union (SGEU) and the Saskatchewan Teachers Federation (STF).

4. The time lines for jurisdictions other than Saskatoon should be determined according to local need.

5. The transfer of pupils to the special status congregated programs in Saskatoon, Regina and La Ronge will take place in three years but only if the programs can be developed to the general satisfaction of the parents of the deaf pupils. The Deaf Educational Advisory Forum will direct and coordinate this activity.

RECOMMENDATION #7

THAT THERE BE A FOCAL POINT FOR AN ARRAY OF SERVICES FOR THE DEAF AND THAT FOCAL POINT BE IN SASKATOON.

THAT CONSIDERATION BE GIVEN TO THE ESTABLISHMENT OF SATELLITE PROGRAMS IN OTHER LOCATIONS.

(a) Reason

Saskatoon would serve as the major site for a learning resource centre; however, consideration should be given to the establishment of "satellite" programs such as PEAC and a specialized equipment centre to make these services more accessible to individuals in the southern and northern parts of the province.

In addition to these educational support services there is also a strong need for a centre which would enhance educational, cultural, social and recreational opportunities for the deaf.

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It is recommended that a facility other than the R.J.D. Williams School be utilized for this purpose.

While there is no denying that strong emotional ties exist to this building, particularly among members of the deaf community, the reality also exists that a serious decline in enrolment over the last ten years has seen the student population drop from over 100 students in 1979 to just over 50 in 1989.

Recommendation 4.1 in this report, which supports education of deaf children in their home communities will accelerate this decline in student enrolment. Recommendation 5 which deals with the establishment of family style homes will further reduce the utilization of the building.

The R.J.D. Williams building was designed as an instructional/residential facility. A new facility, specifically designed to meet the purposes outlined would more accurately reflect the needs of its occupants.

(b) Purpose

1. To provide a facility for the deaf community which will enable and promote the development of cultural, recreational and social activities.

2. To provide a comfortable environment which facilitates understanding between members of the deaf and hearing communities.
3. To serve as a learning resource centre which will encompass the following:
   - an educational centre for professionals and paraprofessionals working with the deaf.
   - a comprehensive educational assessment and programming service (Psychoeducational Assessment Clinic - PEAC).
   - a specialized equipment centre.
   - a centre for the development and dissemination of materials relating to deafness.
   - a centre for parent education.

(c) Implementation Strategy

1. The design and planning of this facility must involve active participation of the Deaf Community. The new facility should be fully operational before the existing facility is no longer used.

2. A subcommittee of the Deaf Educational Advisory Forum should be named to:
   1989-90 - Determine the design and functions of the facility.
   - Determine the cost factors associated with the present school and property and cost projections for the new "R.J.D. Williams Centre".
   1990-92 - Determine and implement a plan for occupancy.

3. At the same time, a second committee (as outlined in 4.4) should establish a strategy for the continuation and expansion of the outreach program.

RECOMMENDATION #8

THAT PROVISIONS BE MADE TO ENSURE APPROPRIATE PREPARATION OF PROFESSIONALS WHO WORK IN EDUCATIONAL PROGRAMS WITH STUDENTS WHO ARE DEAF.

8.1 THAT THE UNIVERSITY OF SASKATCHEWAN, SASKATOON SERVE AS THE MAIN DELIVERY CENTRE FOR TEACHER PREPARATION PROGRAMS. CONSIDERATION SHOULD BE GIVEN TO THE ESTABLISHMENT OF SATELLITE TRAINING PROGRAMS IN REGINA.

8.2 THAT COURSE OFFERINGS BE PROVIDED IN SASKATCHEWAN FOR THE REGULAR CLASSROOM TEACHER WHO HAS DEAF CHILDREN IN HIS/HER CLASSROOM.

THAT BURSARIES BE PROVIDED WHICH WILL ENABLE THOSE WISHING TO PURSUE SPECIALIST TEACHER TRAINING TO ACCESS ALREADY WELL ESTABLISHED PROGRAMS AVAILABLE OUTSIDE OF SASKATCHEWAN.

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(a) Reason

A well-qualified teaching staff is central to any plan for enhancing educational opportunities for deaf children. More and more frequently today it is the regular classroom teacher in the local school who is required to teach a deaf child who is integrated into his/her classroom. It is necessary that the inservice needs of these teachers be addressed within the province.

(b) Implementation Strategy

1. In 1989, the Deaf Educational Advisory Forum should initiate a consultative process with the universities to make available, in all prescribed teacher education programs, access to courses which would assist teachers, teacher-trainees and administrators in community-based program implementation.

2. The Deaf Educational Advisory Forum should approach Saskatchewan Education to request reinstitution of bursary support for teacher training.

RECOMMENDATION #9

THAT TRAINING COURSES BE PROVIDED IN SASKATCHEWAN TO ENSURE THAT SUPPORT STAFF WHO WORK IN EDUCATIONAL SETTINGS WITH DEAF STUDENTS BE ADEQUATELY PREPARED.

9.1 THAT KELSEY CAMPUS, SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY, BE THE MAIN DELIVERY CENTRE FOR THE PREPARATION OF SUPPORT STAFF. HOWEVER, THIS SHOULD NOT PRECLUDE THE DEVELOPMENT OF SATELLITE PROGRAMS ON THE OTHER SIAST CAMPUSES.

9.2 THAT COURSE OFFERINGS BE PROVIDED FOR TEACHER ASSISTANTS, INTERPRETERS, ORAL FACILITATORS, CUERS, NOTE-TAKERS AND INTERVENORS FOR THE DEAF-BLIND.

9.3 **THAT CONSIDERATION BE GIVEN TO PROVIDING BURSARY SUPPORT. THE AMOUNT OF BURSARY SUPPORT SHOULD BE COMMENSURATE WITH THE LENGTH AND INTENSITY OF THE PROGRAM.**

9.4 **THAT SASKATCHEWAN EDUCATION, THROUGH THE ADVISORY FORUM, PROVIDE GUIDELINES, POLICY AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF STANDARDS AND FOR THE EVALUATION OF STANDARDS AND STAFF TO ENSURE THAT THOSE WHO WORK WITH DEAF STUDENTS IN EDUCATIONAL SETTINGS ARE ADEQUATELY PREPARED AND APPROPRIATELY REMUNERATED.**

(a) Reason

There is a need to place increased emphasis on adequate preparation of support personnel in order to ensure that deaf students benefit, to the maximum extent possible, from their educational environment.

(b) Implementation Strategy

1. In 1989-90 the Deaf Educational Advisory Forum should implement a consultative process with SIAST administration to develop a range of course offerings.
2. A committee should be named to establish guidelines policy and procedures to ensure adequate preparation and appropriate remuneration of support staff.
3. This committee, in cooperation with Services to Hearing Impaired Persons (SHIP) should establish standards for the evaluation of sign language interpreters and oral communication facilitators.

RECOMMENDATION #10

THAT SASKATCHEWAN EDUCATION DEVELOP A POLICY FOR THE ARTICULATION AND COORDINATION OF POST-SECONDARY AND ADULT EDUCATION PROGRAMS FOR THE DEAF.

10.1 THAT SASKATOON BE NAMED AS THE MAJOR DELIVERY CENTRE FOR POST-SECONDARY AND ADULT EDUCATION.

WHILE THERE ARE BENEFITS TO CENTRALIZING SERVICES, THE STUDENT SHOULD CONSIDER FACTORS SUCH AS ACCESSIBILITY AND LOCAL OPPORTUNITIES BEFORE MAKING A DECISION.

10.2 THAT SASKATCHEWAN EDUCATION, IN COOPERATION WITH SERVICES FOR HEARING IMPAIRED PERSONS (SHIP), ENSURE THAT ADEQUATE HUMAN (I.E. SIGN LANGUAGE INTERPRETERS, ORAL COMMUNICATION FACILITATORS, NOTE-TAKERS) AND TECHNOLOGICAL SUPPORT SERVICES ARE AVAILABLE TO DEAF STUDENTS DURING THEIR POST-SECONDARY EDUCATION.

(a) Reason

This recommendation complements others contained in this report which will maximize the educational and social opportunities available to deaf students while simultaneously achieving efficiencies through economy of scale.

(b) Implementation Strategy

In shaping this policy, Saskatchewan Education should consult with and involve local school jurisdictions, post-secondary institutions, SHIP and VRDP. It is suggested that career counselling services, funding and human and technological support services be included in the review of existing services.

It is also suggested that the three year time frame recommended throughout this report serve as a guide.

RECOMMENDATION #11

THAT SASKATCHEWAN EDUCATION ESTABLISH AN EDUCATIONAL REVIEW COMMITTEE CONSISTING OF PROFESSIONALS KNOWLEDGEABLE IN THE EDUCATION OF THE DEAF TO SERVE AS A RESOURCE TO PARENTS AND SCHOOL BOARD OFFICIALS ON THE APPROPRIATE EDUCATIONAL PROGRAM FOR AND PLACEMENT OF DEAF CHILDREN.

THAT LOCAL SCHOOL STAFF (I.E. PRINCIPALS AND/OR TEACHERS) ALWAYS BE CONSIDERED AN ESSENTIAL COMPONENT OF THE REVIEW COMMITTEE.

(a) Reason

Parents must be afforded the right to make informed placement choices for their children. Local school jurisdictions must retain the responsibility and the authority to provide appropriate educational programs.

(b) Purpose

1. To ensure a smooth transition of deaf youngsters from early childhood into preschool programs.

2. To serve as a resource to parents and school jurisdictions whenever a change in program placement is under consideration.

3. To ensure smooth transition from secondary into post-secondary programs.

(c) Committee Membership

- membership should take into consideration:
- regional representation to permit decision-making at the local level.
- representation that will ensure provincial continuity.
- representation that will be appropriate for the age and educational needs of the child.

The Task Force identifies the following core members of the Committee:

- Parents
- Director of the local school division or a designate
- Principal and/or teacher
- Regional Coordinator of Special Education
- Provincial Consultant of Communication Handicaps
- Psychologist (P.E.A.C.)
- a deaf teacher
- Such other members as are appropriate for the age and educational needs of the child.

(d) Implementation Strategy

In its first year of operation, the Deaf Educational Advisory Forum should establish the terms of reference for the Educational Review Committee.

RECOMMENDATION #12

THAT SASKATCHEWAN EDUCATION INSURE THAT THE MAJOR EMPHASIS GUIDING THE IMPLEMENTATION OF EDUCATION PROGRAMS FOR STUDENTS WHO ARE DEAF BE THE ACQUISITION OF COMMUNICATIVE COMPETENCE.

12.1 SINCE THE ENGLISH LANGUAGE IS ESSENTIAL TO ENABLE SUCCESS IN THE GENERAL SOCIETY, ACQUISITION OF ENGLISH LANGUAGE COMPETENCE (VOCAL, VISUAL AND WRITTEN) TO THE MAXIMUM EXTENT POSSIBLE, SHOULD BE THE FOCUS IN THE EDUCATION OF DEAF STUDENTS. SIGNED ENGLISH, BECAUSE IT FOLLOWS THE SYNTACTIC AND SEMANTIC RULES OF ENGLISH, IS BEST SUITED TO IMPART A FORM OF STANDARD ENGLISH IN CLASSROOMS FOR THOSE CHILDREN WHO SIGN. THIS REQUIRES THAT TEACHERS AND SUPPORT STAFF WHO WORK WITH DEAF CHILDREN MUST BE PROFICIENT IN THE USE OF SIGNED ENGLISH.

12.2 THAT AMERICAN SIGN LANGUAGE (ASL) BE RECOGNIZED AS A LEGITIMATE LANGUAGE WHICH PLAYS A VITAL ROLE WITHIN THE DEAF COMMUNITY AND THEREFORE EMPHASIS SHOULD BE GIVEN TO:

- **RECOGNITION OF ASL AS A VEHICLE WHICH FACILITATES ENGLISH LANGUAGE ACQUISITION FOR THOSE CHILDREN WHOSE PRIMARY LANGUAGE IS ASL AND FOR THOSE CHILDREN WHOSE PARENTS CHOOSE THE USE OF ASL.**
- **A PILOT PROJECT BE ESTABLISHED PREFERABLY WITH A YOUNGER AGE GROUP USING ASL AS THE LANGUAGE OF COMMUNICATION WITHIN THE CLASSROOM.**
- **PROVISION OF TRAINING OPPORTUNITIES IN ASL FOR PARENTS AND PROFESSIONALS.**
- **PROVISION OF CREDIT COURSE OFFERINGS IN ASL AT THE HIGH SCHOOL LEVEL TO DEAF AND HEARING STUDENTS.**

(a) Reason

The issues surrounding communication methodology have posed a major dilemma for the Task Force.

The literature review and the numerous contacts the Task Force has made, clearly indicate a need for further studies in this area, particularly around the issue of ASL for instructional purposes.

(b) Implementation Strategy

1. In 1989-90 a committee should be named to assist in the development of materials that reflect standardized Signed English signs used in educational programs in Saskatchewan.

2. During 1989-90 the Deaf Educational Advisory Forum should appoint a committee to develop the parameters of the pilot project in ASL. While this program should be initiated in the R.J.D. Williams School, there must be a commitment on the part of the Saskatoon Board to continue this pilot project when program transfers are complete.

RECOMMENDATION #13

THAT SASKATCHEWAN EDUCATION ENSURE THAT APPROPRIATE PROVISION IS MADE TO MEET THE DISTINCT EDUCATIONAL NEEDS OF THE DEAF-BLIND POPULATION IN SASKATCHEWAN.

13.1 THAT NEGOTIATIONS BEGIN TO TRANSFER THE DEAF-BLIND PROGRAM AT THE R.J.D. WILLIAMS SCHOOL TO A SASKATOON SCHOOL BOARD, THIS TRANSFER SHOULD TAKE PLACE IN THE THREE YEAR TIME FRAME AND WITH SIMILAR SPECIAL STATUS WITH THE DEPARTMENT OF EDUCATION AS PREVIOUSLY IDENTIFIED FOR THE CONGREGATED PROGRAMS.

13.2 THAT THE D.E.A.F. ESTABLISH A SUBCOMMITTEE FOR THE DEAF-BLIND. COMMITTEE MEMBERSHIP SHOULD INCLUDE REPRESENTATION FROM CDBRA, PARENTS OF DEAF-BLIND CHILDREN AND SASKATCHEWAN EDUCATION STAFF PRESENTLY INVOLVED WITH THE DEAF-BLIND PROGRAM. THE SUBCOMMITTEE WILL BE ENCOURAGED TO SEEK ADVICE FROM SPECIALISTS IN THE AREA OF DEAF-BLIND EDUCATION WITH INTERNATIONAL REPUTATIONS IN THIS FIELD.

13.3 THAT DEAF-BLIND CHILDREN RECEIVE ON-GOING ASSESSMENTS AND INDIVIDUALIZED PROGRAMMING BY EXPERTS IN THE AREA OF DEAF-BLINDNESS.

13.4 THAT AN ON-GOING STAFF INSERVICE PROGRAM BE DEVELOPED AND IMPLEMENTED.

13.5 THAT RECOGNITION BE GIVEN TO THE NEED FOR A 24-HOUR A DAY PROGRAM. THE HOME PROGRAM MUST BE AN EXTENSION OF THE SCHOOL-BASED PROGRAM.

(a) Reason

The Task Force recognizes that deaf-blindness is a distinct disability. An individual who is deaf-blind is not simply a deaf person who cannot hear nor a blind person who cannot see. The combined loss of sight and hearing leads to severe sensory deprivation. While the needs of the Deaf-Blind may not fall within the mandate of this Task Force, nevertheless the Task Force feels that the needs of the population must be addressed and should be drawn to the attention of the Minister. The Task Force endorses the brief presented by the CDBRA to the Minister of Social Services requesting establishment of group homes in order to enhance the quality of life for these individuals.

SUMMARY

The Task Force Report on the Education of the Deaf in Saskatchewan consist of six main sections: a list of the Task Force Members; special acknowledgements; an introduction; the executive summary; recommendations; and a summary statement.

The Introduction briefly details the historical perspective of the education of the deaf in Saskatchewan. The education of deaf Saskatchewan students began as early as 1894 with the Saskatchewan School for the Deaf opening in 1932, and operating under the Education of the Blind and Deaf Act until 1978. In the 1960's the government assumed financial responsibility for several preschool programs managed by parents who later relinquished control to local school boards. In the 1970's Total Communication was introduced as the instructional method at the R.J.D. Williams Provincial School for the Deaf. Local school jurisdictions continued to use the oral/aural method of instruction. In 1983 a committee of experts stated that Total Communication could be used as an optional instructional method by local school jurisdictions where classes were large enough. A debate developed over the years centered on two issues: integration and methodology.

The Minister of Education, the Honourable Lorne H. Hepworth, established a Task Force on Education of the Deaf in May, 1988, to determine the future direction of education for deaf pupils and to identify the role of the R.J.D. Williams Provincial School for the Deaf in meeting those needs. The mandate of the Task Force included obtaining submissions from all interested parties. The Task Force received over one hundred written briefs from individuals and groups. The Task Force held a number of public meetings, visited different school system and institutions, and commissioned Decima Research to

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interview several focus groups and senior educational officials. The purpose was to explore the attitudes of major stakeholders toward the Task Force's tentative recommendations.

The Task Force states by way of an Executive Summary that the recommendations contained in its report fall into two categories: those that can best be achieved through the ongoing efforts of an Advisory Forum, and those which can and should be addressed immediately.

The RECOMMENDATIONS are given briefly as follows:

1. That a Deaf Educational Advisory Forum be established;

2. That the Minister of Education consolidate all administrative, support and instructional services for the deaf under one administrative program within Saskatchewan Education in order to ensure continuity, effectiveness and efficiency in the education of deaf children and adults;

3. That the regulations should be amended to require that school boards provide an appropriate educational program for deaf children from age three to school entry age to ensure that deaf preschool children are guaranteed access to educational programs;

4. A series of actions should be taken to enhance the social and emotional well-being of deaf pupils.

    4.1 Because of the importance of the family unit, that provisions be made for educating deaf children in their home communities whenever possible;

    4.2 That Saskatchewan Education revise its funding policy to more accurately reflect the costs associated with the provision of appropriate support services to local school divisions;

    4.3 That local school divisions be required to prepare personal program plans for any student designated as hearing impaired;

4.4 That a comprehensive outreach program be established to ensure that adequate support services are provided to deaf students and their parents;

4.5 Recognizing the importance of a comprehensive assessment program for infants and toddlers, that the D.E.A.F. initiate an immediate review activity intended to improve and enhance the existing services. A subcommittee, with a deaf parent and representation from SPARC, PEAC and the Department of Health should be structured to facilitate this undertaking.

4.6 That planned opportunities, such as summer camps, PEAC Weeks, family clinics and cultural events which provide social interaction with deaf youngsters and deaf adults be undertaken. The following groups/agencies should be encouraged to assume a leadership role in making these opportunities available: staff of the present R.J.D. Williams School, PEAC, Saskatchewan A.G. Bell, Saskatchewan School for the Deaf Home and School Association, Saskatchewan Deaf Association;

4.7 That the Advisory Forum initiate a process to ensure that opportunities are available to parents which will focus on counselling, learning to communicate effectively with their deaf child and establishing support groups which will include other parents and deaf adults;

5. That a number of family style homes be established as appropriate living accommodations for deaf pupils who attend educational programs outside their home communities. The possibility of establishing homes in Regina and a northern community such as La Ronge should be considered. Saskatchewan Education will assume responsibility for the following components:
   - appropriate placement which will address specific factors such as age, communication and social needs;
   - selection of a qualified staff;

- coordination of other agency involvement such as social services and health services;
- coordination of recreational and social activities within and outside the deaf community;
- equipping the homes with appropriate technological equipment;

6. That a full range of educational placement options be made available to all deaf students. This will require:
   - An enhanced commitment by the Saskatchewan Education to local school boards to encourage the further development of integrated, community-based programs. (reference - recommendation #4)

   - The establishment of a congregated program in Saskatoon under school board jurisdiction but with a special status to Saskatchewan Education which would ensure that the students and staff involved with the congregated program maintain those benefits which derive from their present placement in the R.J.D. Williams School. Consideration should be given to the establishment of a congregated option in other centres such as Regina and La Ronge should the need arise.

7. That there be an array of services for the deaf in Saskatoon. That consideration be given to the establishment of satellite programs in other locations;

8. That provisions be made to ensure appropriate preparation of professionals who work in educational programs with students who are deaf;

   8.1 That the University of Saskatchewan, Saskatoon, serve as the main delivery centre for teacher preparation programs. Consideration should be given to the establishment of satellite training programs in Regina;

   8.2 That course offerings be provided in Saskatchewan for the regular classroom teacher who has deaf children in his/her classroom; That bursaries be provided which will enable those wishing to pursue specialist teacher training to access already well established programs available outside Saskatchewan;

9. That training courses be provided in Saskatchewan to ensure that support staff who work in educational settings with deaf students be adequately prepared;

   9.1 That Kelsey campus, Saskatchewan Institute of Applied Science and Technology, be the main delivery centre for the preparation of support staff. However, this should not preclude the development of satellite programs on the other SIAST campuses.

   9.2 That course offerings be provided for teacher assistants, interpreters, oral facilitators, cuers, note-takers and intervenors for the deaf-blind.

   9.3 That consideration be given to providing bursary support. The amount of bursary support should be commensurate with the length and intensity of the program.

   9.4 That Saskatchewan Education, through the advisory forum, provide guidelines, policy and procedures for the establishment and maintenance of standards and for the evaluation of students and staff to ensure that those who work with deaf students in educational settings are adequately prepared and appropriately remunerated.

10. That Saskatchewan Education develop a policy for the articulation and coordination of post-secondary and adult education programs for the deaf.

   10.1 That Saskatoon be named as the major delivery centre for post-secondary and adult education; While there are benefits to centralizing services, the student should consider factors such as accessibility and local opportunities before making a decision;

   10.2 That Saskatchewan Education, in cooperation with Services for Hearing Impaired Persons (SHIP), ensure that adequate human (eg. sign interpreters, oral facilitators, note-takers) and technological support services are available to deaf students during their post-secondary education;

11. That Saskatchewan Education establish an Educational Review Committee consisting of professionals knowledgeable in the education of the deaf to serve as a resource to parents and school board officials on appropriate educational program for and placement of deaf children;

12. That Saskatchewan Education insure that the major emphasis guiding the implementation of education programs for students who are deaf be the acquisition of communicative competence.

    12.1 Since the English language is essential to enable success in the general society, acquisition of English language competence (vocal, visual and written) to the maximum extent possible, should be the focus in the education of deaf students. Signed English, because it follows the syntactic and semantic rules of English, is best suited to impart a form of standard English in classrooms for those children who sign. This requires that teachers and support staff who work with deaf children must be proficient in the use of Signed English.

    12.2 That American Sign Language (ASL) be recognized as a legitimate language which plays a vital role within the deaf community and therefore emphasis should be given to:

- recognition of ASL as a vehicle which facilitates English language acquisition for those children whose primary language is ASL and for those children whose parents choose the use of ASL.
- a pilot project be established preferably with a younger age group using ASL as the language of communication within the classroom.
- provision of training opportunities in ASL for parents and professionals.
- provision of credit course offerings in ASL at the high school level to deaf and hearing students.

13. That Saskatchewan Education ensure that appropriate provision is made to meet the distinct educational needs of the deaf-blind population in Saskatchewan.

    13.1 That negotiations begin to transfer the deaf-blind program at the R.J.D. Williams school to a Saskatoon School Board. This transfer should take place in the three year time frame and with similar special status with the Saskatchewan Education as previously identified for the congregated programs.

    13.2 That the D.E.A.F. establish a subcommittee for the deaf-blind. Committee membership should include representation from C.D.B.R.A., parents of deaf-blind children and Saskatchewan Education staff presently involved with the deaf-blind program. The subcommittee will be encouraged to seek advice from specialists in the area of deaf-blind education with international reputations in this field.

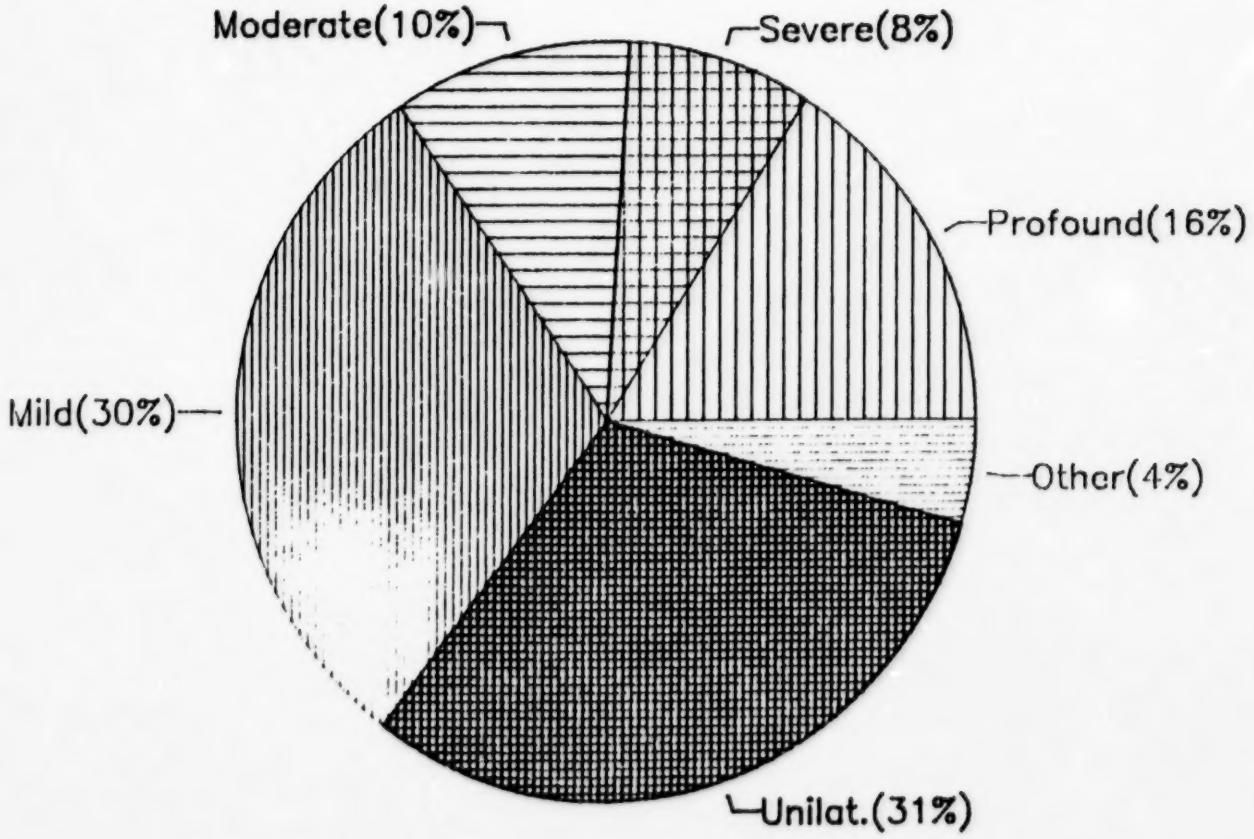
    13.3 That deaf-blind children receive on-going assessments and individualized programming by experts in the area of deaf-blindness.

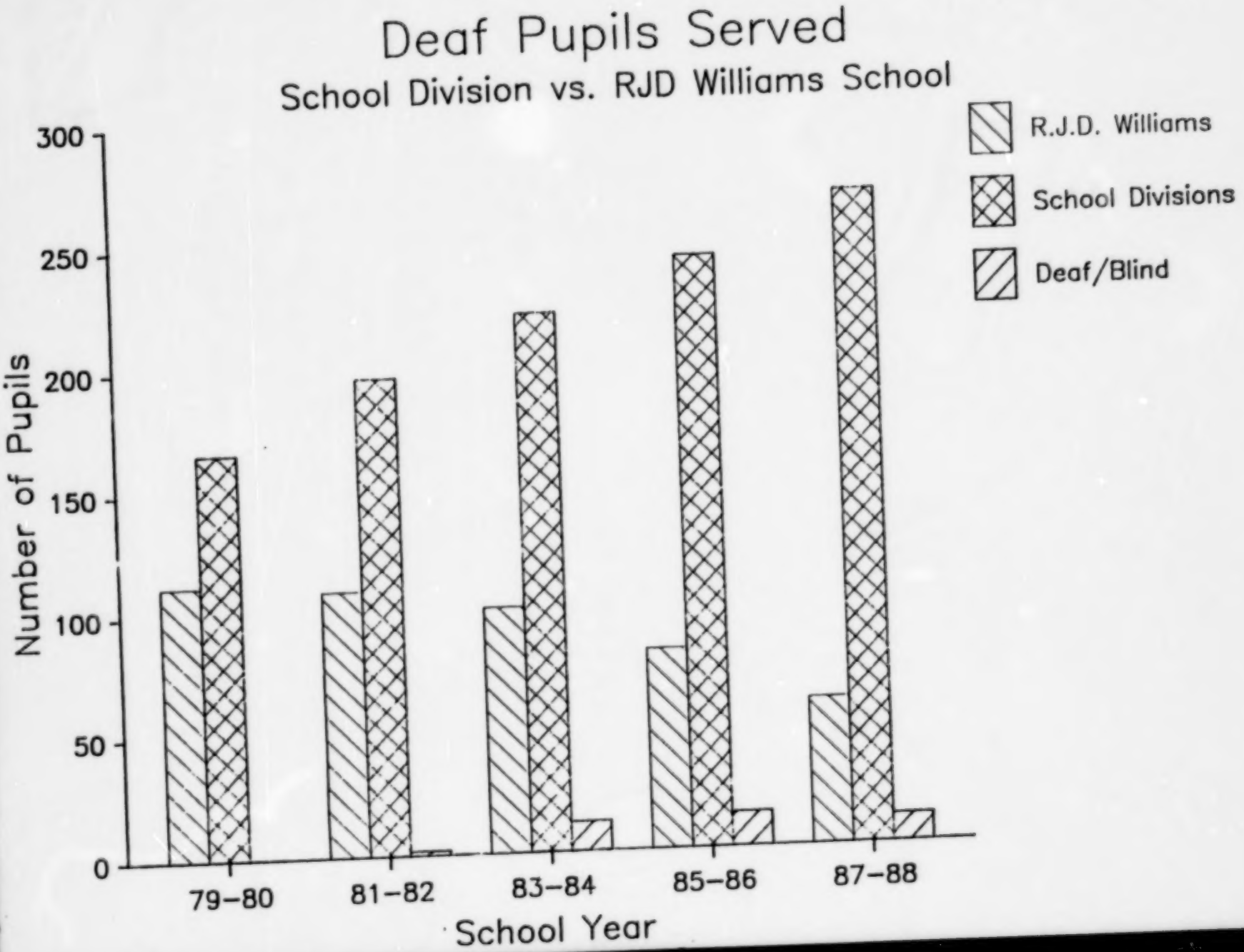
    13.4 That an on-going staff inservice program be developed and implemented.

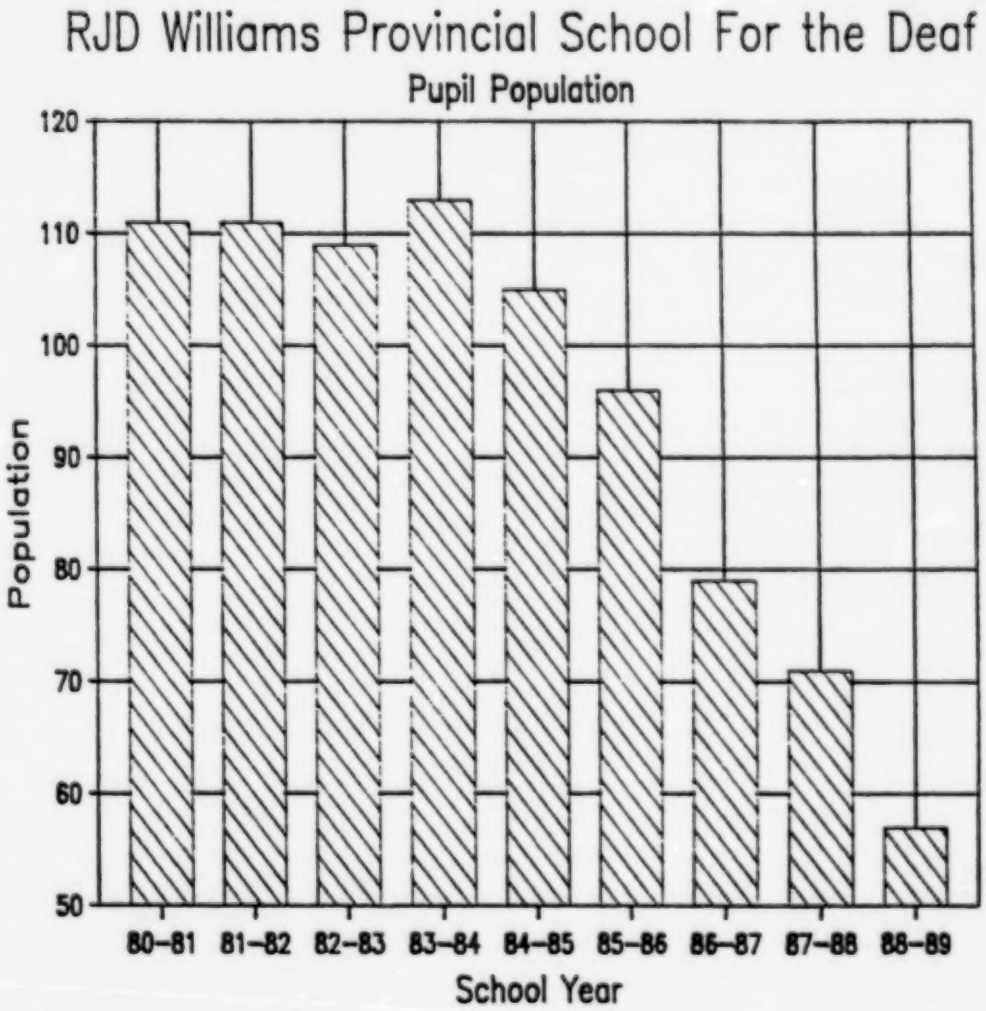
    13.5 That recognition be given to the need for a 24-hour a day program. The home program must be an extension of the school-based program.

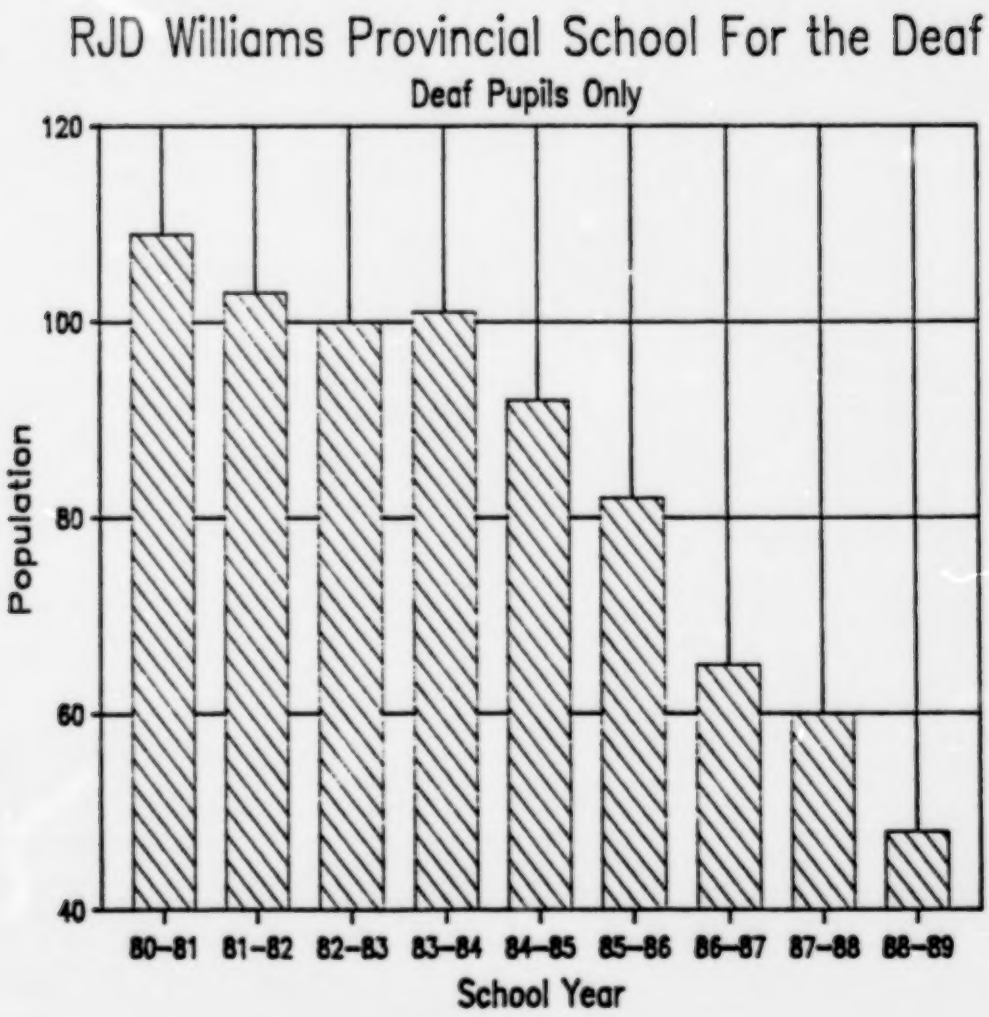
Percent of Registered Pupils (age 3–21)

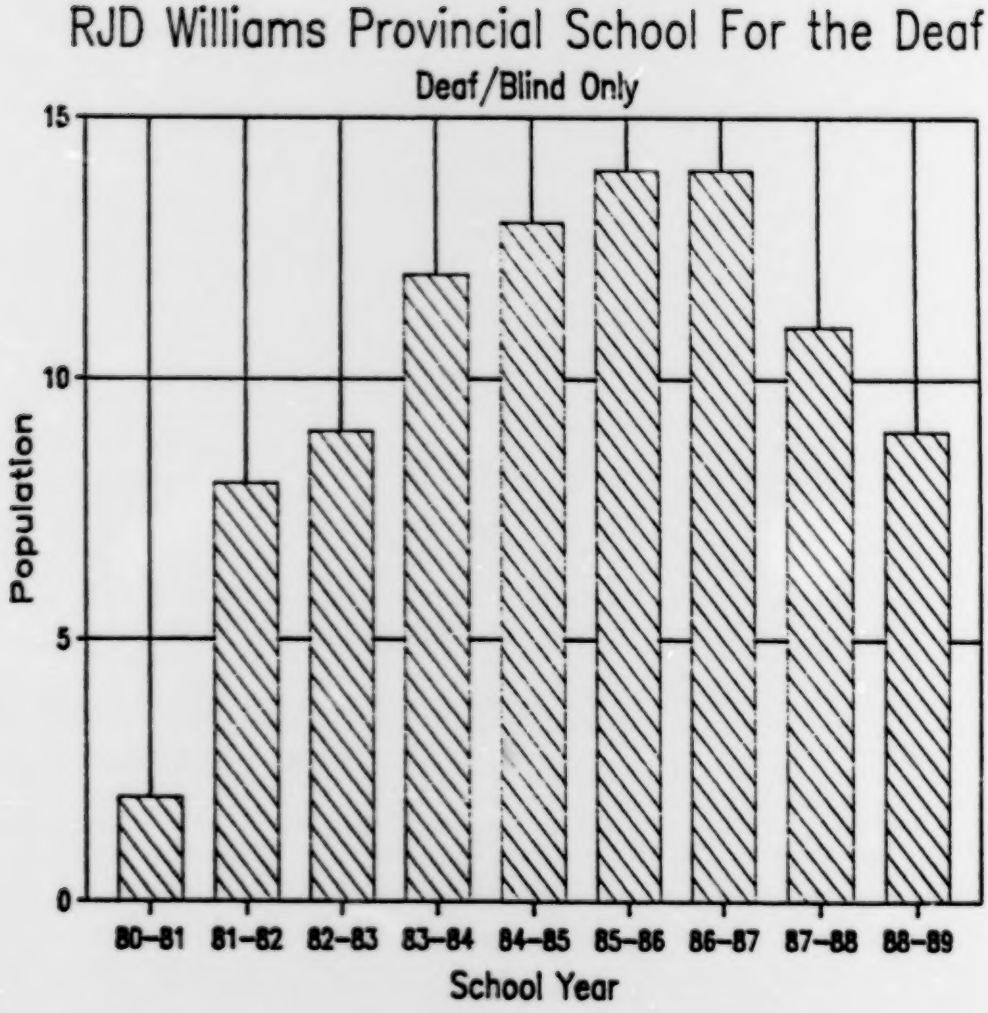
By Degree of Hearing Loss




Deaf Pupils Served
School Division vs. RJD Williams School
R.J.D. Williams
School Divisions
Deaf/Blind
300
250
200
150
100
50
0
Number of Pupils
79-80
81-82
83-84
85-86
87-88
School Year


RJD Williams Provincial School For the Deaf
Pupil Population
120
110
100
90
80
70
60
50
Population
80-81
81-82
82-83
83-84
84-85
85-86
86-87
87-88
88-89
School Year


RJD Williams Provincial School For the Deaf
Deaf Pupils Only
120
100
80
60
40
Population
80-81
81-82
82-83
83-84
84-85
85-86
86-87
87-88
88-89
School Year


RJD Williams Provincial School For the Deaf
Deaf/Blind Only
15
10
5
0
Population
80-81
81-82
82-83
83-84
84-85
85-86
86-87
87-88
88-89
School Year